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ABSTRACT

A resource network can serve as a strategy for personnel-multiplying by performing many activities and functions that the linking agent would otherwise have to perform; e.g., such a network can provide an organized method for identifying and collecting resources, as well surveying the kinds of resources available. The Illinois Resource and Dissemination Network in the Illinois Office of Education has developed a general survey form to collect information on locally developed programs, federal programs, educational community projects, research, information housing sites, and human resources. The network utilizes consultants to build resource information files and coordinates and formats information and resources. Information must be transformed into user oriented material, and network staff provide a system for collecting and coordinating data in usable form for the linking agent. The information network also serves as a foundation for professional development. Organizational structure and staff roles reflect the functions of the network. The Illinois Office of Education Resource Identification Survey questionnaires and a narrative description of the Illinois Resources File (IRF) and Human Resources File (HRF) are appended. (CWM)

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The Nature and Implications of a Resource Network as a Support System for Linking Agents

Paper Prepared for the
American Education Research Association
Annual Meeting 1978
Toronto, Canada

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

by
Carol Reisinger
Illinois Office of Education

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The American Education System is being compelled to examine the processes used to improve education. Population shifts, population decline, and tax-payer rebellion have forced educators to develop new ways to address educational change. Many schools no longer have the time, the staff and the money demanded to develop and implement new programs on their own. Local education agency personnel have begun to rely on outside sources to furnish them with information and resources. Information and resources combined form the foundation of all change - knowledge.

Utilization of knowledge takes on many forms. Program change is only one form of knowledge utilization. Culbertson lists creation of new knowledge, achieving new synthesis, attaining new developments, improving training programs as others.[1] Seeking and utilizing information often is motivated by similar purposes as well. "To serve the informaton needs of educators is to help one person justify an already established position, another to keep abreast of a field of study, another to become inspired to better performance, and still another to sacisfy an intellectual curiosity. Many uses of knowledge may not result in concrete action."[2] Linking agents must be prepared to provide resources for whatever uses educators have for knowledge, since any of these reasons for seeking and using knowledge are legitimate.

Since all knowledge uses discussed are legitimate, the linking agents' roles and functions are directed to addressing those uses. A major issue surfaces, however as roles and functions are applied to specific

numbers of clients. "There is a short-term need for personnel-multiplying strategies which can attack the problem of a present shortage of linking agents. Linking agents are so thinly distributed throughout the nation at this time that each agent would have to contact hundreds of teachers and administrators to carry out a policy of maximum outreach."[3] One obvious way to deal with the issue is through a program of training. The training facet will not be dealt with in this paper.[4]

PURPOSE

This paper deals with a resource network as a strategy for personnel - multiplying. The resource network can aid and support linking agents by performing many activities and functions that the linking agent would otherwise have to perform. The following discussion identifies those functions which can be carried out through an information network. The Illinois Resource and Dissemination Network serves as a model for the discussion. Those components of the network which aid the linking agents' functions are described. The organizational structure of the network is outlined and briefly discussed.

NETWORK AS SUPPORT SYSTEM

One major function of linking agents is to identify resources for clients. Problems arise when linking agents begin to sift through the wide range of resources available. Information overload or information vacuum often retards the search. Too often, as a result of information overload or vacuum, the closest and easiest resource is used. This resource is not necessarily the best. A systematic approach to locating the proper information is needed.

IDENTIFICATION OF RESOURCES

The information network can provide an organized method of identifying and collecting resources. Another major function of the network is to survey the kinds of resources available. Several categories are obvious. Those banks of information which have already been gathered and have been put into a systematized arrangement are easily identified. ERIC and its counterparts in other systems need only a plan for retrieval. The difficult task is to identify and collect those resources which are fragmented. Locally-developed programs are programs created to address idiosyncratic local needs. National networks have been built on the assumption that local programs or components of them can be adapted or adopted for use by other local districts. Many of these programs have not been evaluated nor have their processes been documented. Yet, schools cry out for information on "what worked for the other guy." These demands by local clients compel linking agents to locate programs that are not validated and documented elsewhere. The task is a monumental one which demands a systematic approach.

The information network can assume this task. The Illinois Office of Education's network, Illinois Resource and Dissemination Network (IRDN), developed a general survey form to collect information on locally developed programs (See Appendix A). The form is also used for identifying community projects which are useful for educational purposes. These projects include historical sites, community museums and children's zoos. In addition to the locally developed programs, the federally funded programs such as Title I, Title IV and gifted are also identified and put into a statewide resources file.

Information on labs and centers is elicited and placed in the file. In this manner, linking agents have records of local, state and federal projects, centers and labs, and community projects.

Research developed in the state agency, policy papers and position papers are kept and filed if the research has not been placed in ERIC or some other published form.

An information network cannot house all information, just as a linking agent cannot collect all information. Therefore a major task is to locate sites where information is housed. Network staff meets with various organizations and agencies to identify like goals and functions and to discover resources available through them. In Illinois the IRDN staff frequently calls the Regional Exchange or the ERIC Clearinghouses for resources and/or information.

A significant resource is the human resource. Crandall states that "the linking agent would do well to either develop or gain access to some bank of human resources. The maintenance of such a file is an almost overwhelming task, and initially linking agents will probably rely on their personal contacts. But as one's clientele expands, it becomes necessary to draw upon a larger and larger pool of human talent to supplement one's own resources."[5]

The problem for the linking agents is to find a means of compiling their own human resources at the same time they have access to a bank of others. The information network can identify consultants. There are,

however, some major problems in building consultant files. Those problems range from constant updating to evaluation of the consultants. This paper is not intended as a discussion of those issues, only to note that they are of importance and must be addressed. The IRDN uses a survey form for identification of consultants much in the same manner that the survey is used for projects and programs (See Appendix B). By this method linking agents can locate consultants not only in their own region but also throughout the state.

Commercial products are used in schools. Literally hundreds of companies produce thousands of materials. Linking agents cannot get involved in "selling" a particular commercial product, but they must be knowledgeable enough to help clients narrow the field of selection. Because of the huge commercial field, the linking agent requires aid in collecting and analyzing commercially produced materials.

The information network can house some samples, but more significantly, the network can locate other places where products are being used. This will enable the linking agent to aid districts in product selection. Research on methods of selection of materials, Educational Products Information Exchange studies and other findings are made available through the information network.

COORDINATION OF RESOURCES

A second function is that of coordinating and formatting information and resources. After resources are secured, a system of coordination is developed. Files designed to enable easy access to information and

resources are established. It is important to be able to secure information from the files in a variety of ways.

Those files that are already developed (ERIC) present small problems. Computer access or manual access of these files is simply a matter of training staff. The principal problem is the designing and building of a file for the fragmented sets of information secured from various segments of the state.

The IRDN staff developed an ERIC-like file called Illinois Resource File. (IRF). (See Appendix D) This file has two components: (1) a programs, projects, research component; (2) a consultant component.

After information on resources is collected, staff members index and abstract it, so that the information can be accessed in a rapid manner (see appendix C for indexing and abstracting form). The information can now be retrieved by name of author or consultant, subject area, title, and region of the state. The amount of time that this coordination saves the linking agent is tremendous.

INFORMATION TRANSFORMATION

"Knowledge sought by the practitioner often is not the same as that which can be provided by the researchers. 'Transformations' of existing knowledge into usable resources must be provided."[6] This is a function that the support system can perform. In fact, Butler and Paisley indicate that indeed "transformation of the knowledge base should be a

support function. The linking agent should not have to transform and package a new subset of the knowledge base for each client."[7] The information network secures the information and "transforms" it into user oriented material.

Several methods for transforming the material are used. Abstracting the information is one method, and another method is to "package" collected resources into one unit. Still another method is to completely change the format i.e. from the printed page to a slide presentation. There are dangers inherent in these transformations, however. One danger is that "clients may interpret the selection as censoring."[8] This danger presents a number of implications to both the linking agents and to the staff of the information network.

The linking agent must clearly and precisely interpret the client's needs, and there is a requisite to analyze the resources with a view to the client's needs. This function can be performed by the information network staff as a support to the linking agent. If the support system is, in fact, going to analyze the resources, the linking agent has to clearly and precisely communicate the client's needs.

Analysis and targeting resources in the proper format to suit specific client needs is essential. "The mere provision of information resources and materials constitutes a poor dissemination strategy, especially if the objective is utilization."[9] Indiscriminate use of materials lends itself to failure. The linking agent must have a means to analyze the material to see if (1) it has quality, (2) it is appropriate for a

specific client group, (3) it addresses the needs identified by the client, and (4) it is in the most useful format. The information network staff helps linking agents ensure successful use of materials by analyzing the resources to be disseminated. "The relationship of completeness of materials to both implementation success and project effectiveness was direct and linear."[10]

ANTICIPATING RESOURCE NEEDS

Linking agents respond to identified needs, but they also anticipate the needs of their clients. For this reason linking agents must keep abreast of local, regional, state and national trends. Information on current trends is not only obtained through print material, but it is also obtained through on-the-spot data collection. This data is extremely varied. Statistics, legislation, policies, regulations, as well as educational directions are not collected by one group nor are they found in one format. The information network staff provides a system for collecting and coordinating the data in usable form for the linking agent.

The most valuable way the network staff can keep linking agents current on educational trends is by assessing the requests that come into the central bank. It is in this manner that local, regional and state priorities can be recognized. A second method of viewing educational trends is to coordinate resource retrieval with school priorities identified through a state or local process. The IRDN has been working in conjunction with the Illinois Problems Index in order to identify state-wide trends in educational priorities. A third manner for

anticipating needs is to examine current research in journals, at educational labs, and in newsletters. The information network staff is in an exceptional position for examining current research. The IRDN houses the entire ERIC collection, 350 journals, numerous newsletters and has an inter-library loan system coordinated with the state library.

Because the resource network is the recipient of resources and information from a variety of sources, a judgment is made as to what emphasis is being placed in any given educational area. For example, if Title IV places a great number of projects on energy education into the state file, then it is reasonable to assume that some Title IV priorities center around energy education.

Special interest groups also indicate their areas of priorities. The Illinois Council for the Arts has coordinated their own efforts to identify arts in general education programs through the IRDN. In this manner, the linking agents can be kept constantly aware of emphasis being given by special interest groups.

Linking agents cannot commit the time necessary to access all entities in order to keep current in all educational trends. The information network is able to support them by addressing those tasks which help them perform.

FACILITATING DEVELOPMENT

The information network members are not creator/developers. They can, however, facilitate creation. Because the information network is the

link between the resources that exist and the resources demanded, the areas of resource gap are recognized and identified. This is a vital two-fold service provided for the linking agents.

One, the linking agent will not promise what cannot be delivered because he/she is aware that a specific educational area has few resources. The linking agent will not spend valuable time looking for resources that do not exist. Two, the information network facilitates the development of resources based on a deficiency. Network staff provides information on deficient educational resources to those agencies or sections where developments occur. Priorities for development are then set in areas where resources are needed. It is through this kind of facilitation that the linking agents are then able to finally deliver resources formerly unavailable.

SUPPORT OF PROFESSIONAL DEVELOPMENT

One vital support that an information network supplies is being the foundation for professional development. At the very least, an information network constitutes a professional library, but to a more indepth degree, the network promotes self-development. The network furnishes the latest in research and practical strategies on linking agent roles and skills for self-directed professional growth. Perhaps this support is the most significant of all, since improving the linking agent's skills improves the service the linking agent provides.

ORGANIZATIONAL STRUCTURE

If "form follows function," then organizational structure follows function as well. The structure of the information network reflects the following functions:

1. Identification and gathering of resources.
2. Coordination of resources.
3. Synthesis and targeting of resources based on identified needs and trends.
4. Identification of resource gaps.
5. Management of the system.

The succeeding paragraphs, under the rubric of staff roles, describe each information network function necessary to accomplish those activities which complete the function.

STAFF ROLES

Identification and gathering of resources must be accomplished in a systematic manner or the task of coordinating the resources is impossible. A retrieval specialist is the staff member whose role is to identify, gather and coordinate resources.

Determining what resources are already available is the initial task of the retrieval specialist. Some collected resources are easily identified and secured. Resources on computerized files are available almost instantly. A second group of resources which are already coordinated are the agency library materials and the state library

materials. A process for sharing these materials is developed by the information network manager, the retrieval specialist and the managers of the library systems.

Other agency resources which are already compiled are identified, and a process for using them is developed.

The most difficult task of the retrieval specialist is to identify and secure fragmented resources in the field. In order to complete this task, three questions must be answered.

1. What kinds of resources are we identifying?
2. Who will identify the resources?
3. How will the resources be identified?

The IRDN chose to identify the Illinois model and/or promising projects, programs, services, and research not otherwise found in other resource bases. These resources are identified by the linking agents, other Illinois Office of Education personnel and personnel from special interest groups. The manner of identification is to locate the resource and request an interview. An interview form (See Appendix A) is used to secure the necessary information. This information is sent to the retrieval specialist for coordination into the file. Human resources are identified in an identical manner using a different form (See Appendix B).

Some resources are obtained through other agencies. The Resource and Referral Service delivers lists of organizations in requested areas, and the Regional Exchange identifies research and other resources not found in the agency network. It is imperative that the network retrieval specialist know where these other resource agencies are.

Most resource gathering can be done through ancillary staffing. A retreival specialist is necessary to control the operation.

Like the resource gathering function, the resource coordinating function is surpervised by the retrieval specialist. In this function too, the difficult tasks are those which relate to resources not already coordinated. The arduous task is to put those resources which are not coordinated into a usable sub-system. The retrieval specialist and the network manager must determine the type of system to be developed. (See Appendix D for outline of file development). The Illinois Resource File, modeled after the ERIC system, is an information file of programs and projects abstracted and indexed from information on the survey form. Descriptors are assigned to each program or project. Staff members are assigned abstracting and indexing tasks and are provided with training in these skills. In-house staff needs to be available for abstracting and indexing as the work is time consuming and ongoing.

A problem occurs in the coordination of programs and projects which are locally-developed. "One serious shortcoming of most of these programs, --- appears to be the absence of a meaningful evaluation and documentation effort. Such efforts would allow objective judgment as to

both the effectiveness of such programs in their original sites and their utility for other settings."[11] The effort to coordinate resources in Illinois extends to the arena of validation. One staff member who reports to the network manager is responsible for the development and implementation of validation guidelines. This staff member collaborates with a committee of people who serve other agency sections. Presently validation guidelines are being developed.

Coordination of resources does not necessarily mean that all resources are integrated into Illinois Office of Education files. Some resources are directed to other relevant files. The retrieval specialist is responsible for directing appropriate resources to other files, such as ERIC.

Synthesizing and targeting resources is a task that falls largely to the searchers. These staff members are responsible for selecting the appropriate resources and materials and targeting them to the client. Because the searchers need a working knowledge of various resources, training is required. If an automated system is used for resources, the searchers have to be trained in computer searching. In addition, searchers have to be able to access various libraries, the network file and various other resource banks.

One important aspect of the searchers' task is the method by which they target the proper resource to the client. The searchers develop questioning techniques which help them to zero in on a particular

client's specific need. Training in questioning/negotiating skills is important. Very often the searchers aid the linking agent in specifying a need for a client.

The searchers are the first to perceive resource gaps. When there is difficulty locating materials the searchers are usually aware of the vacuum. Since the searchers handle resource questions from all of the collective regions very often educational trends or concerns become obvious. No information network can function without staff members in the searcher's role.

In order to properly synthesize the information, sometimes the format of the resources must be changed. Some information networks have a staff member who is responsible for packaging the materials as they are sent to clients. The IRDN uses both searchers and secretaries to complete this task. Ideally, however, a staff member would be designated to package responses.

Pre-packaged responses are part of the synthesizing and targeting function. As trends are observed, the network staff assembles computer searches, annotated bibliographies, lists of relevant organizations and journal articles into what IRDN calls a readi-reference packet. Bi-monthly newsletters highlight educational trends. The entire network staff has a part in the production of these materials.

The management function of the information network is a varied one. The obvious task is to keep the other network functions operating and progressing. The manager is also responsible for documentation of progress and for balancing the budget.

Several other management functions also are clearly significant. The manager can act as resource liaison to the field agents since it is critical that the field agents be kept apprised of all trends and findings. It is vitally important that the field agents feed into the system as well as take from it, and the manager is the conduit through which they can operate.

The network manager serves as a liaison not only to the linking agents but also to other sections within the agency and to outside agencies. In this capacity the manager is one-third PR person, one-third process developer and one-third program manager.

IMPLICATIONS

Linking agents are fast becoming a part of most educational dissemination systems. "The linking agent has emerged as the most promising means of bridging the gap between technological advances and individual educators striving for quality education."[12] If Crandall's point is true, then the linking agent's role is indeed a heavy one. However, "there also appears to be an insufficient examination, and maintenance of support systems for linkers, of which training is only one element. In our haste to get linkers in the field, there is a danger that the larger system in which that linker must operate will be ignored or given little consideration."[13]

Part of the larger system that Mojkowski speaks of must be an information and resource network. With such a support system, linking agents will spend far less time with far greater results.

A further implication is that linking agents need materials from the support to extend their own credibility. "Although written information will not by itself induce much change, the success of efforts to disseminate new ideas or practices will depend to a large extent on the quality and availability of rather thorough documentation and support materials. The program advocate, linker, or intermediary needs hard copy to back up his/her ideas."[14] A special emphasis on linker training is described by Crandall, Paisley, Butler and others. Self-training and on-going training can be found through resources and materials provided by the information network.

WHAT DOES ALL OF THIS MEAN?

One significant fact cannot be ignored. Agencies that endeavor to provide services to educators through linking agents cannot provide optimum benefits without the support of an information and resource network.

KC:6/P

Footnotes

[1]Jack Culbertson, "Linking Agents and Sources and Uses of Knowledge," Linking Processes in Educational Improvement, ed. by Nicholas Nash and Jack Culbertson (Columbus, OH: University Council for Educational Administration, 1977), pp. 76-112.

[2]Interstate Project on Dissemination, Report and Recommendations (Washington, DC: National Institute of Education, 1976), p. 35.

[3]Matilda Butler and William Paisley, Factors Determining Roles and Functions of Educational Linking Agents with Implications for Training and Support Systems (San Francisco, CA: Far West Laboratory for Educational Research and Development, January, 1978), p. 39.

[4]For discussions on training see Butler, Paisley, Factors Determining Roles and Functions of Educational Linking Agents with Implications for Training and Support Systems. Also see David Crandall, Training and Supporting Linking Agents and Jack Culbertson, A Nationwide System for Linking Agents in Education.

[5]David P. Crandall, "Training and Supporting Linking Agents," Linking Processes in Educational Improvement, ed. by Nicholas Nash and Jack Culbertson (Columbus, OH: University Council for Educational Administration, 1977), p. 247.

[6]Interstate Project on Dissemination, (IPOD), p. 37.

[7]Butler and Paisley, p. 37.

[8]IPOD, p. 37.

[9]John A. Emrick and Susan M. Peterson, A Synthesis of Findings Across Five Recent Studies of Educational Dissemination and Change (San Francisco, CA: Far West Laboratory for Educational Research and Development, January, 1978), p. 41.

[10]Ibid., p. 42.

[11]Crandall, p. 200.

[12]Ibid., p. 190.

[13]Charles Mojkowski, "What to do Until (Before) the Linker Trainer Arrives," Cranston, RI, 1978, p. 1. (Mimeographed)

[14]Emrick and Peterson, p. 42.

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APPENDICES

A - Resource Identification Survey

B - Human Resource Identification Survey

C - Main Entry Resume

D - Plans for the Illinois Resource and Dissemination Network Files:

Illinois Resources File;
Human Resources File

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Illinois Resource and Dissemination Network
100 North First Street
Springfield, Illinois 62777

— IOE USE ONLY —
Accession No.

/ /
Date of Survey

RESOURCE IDENTIFICATION SURVEY

NAME OF INTERVIEWER

UNIT/DIVISION OF AGENCY

LOCATION

SECTION I - RESOURCE INFORMATION

1. IDENTIFICATION

NAME OR TITLE OF RESOURCE

NAME OF CONTACT PERSON | TITLE

ADDRESS (Street, City, State, Zip Code)

TELEPHONE | COUNTY

2. YEARS OF OPERATION (Check one):

- ☐ Under 5 Years
- ☐ 5-10 Years
- ☐ 11-20 Years
- ☐ 21-50 Years
- ☐ Over 50 Years

3. VALIDATION

- ☐ Joint Dissemination Review Panel
- ☐ Illinois Office of Education Evaluation
- ☐ Internal Evaluation by Developer
- ☐ Other (specify) _____

4. TYPE OF RESOURCES

- ☐ Program/project
- ☐ Human resources
- ☐ Materials resources

5. PURPOSE OF PROJECT/PROGRAM/SERVICE

6. DESCRIPTION OF RESOURCE (Check only those which apply):

Main Focus	Secondary Focus	Consultant	CURRICULUM AREAS
☐	☐	☐	Art Education
☐	☐	☐	Business Education
☐	☐	☐	Consumer Education
☐	☐	☐	Dramatics
☐	☐	☐	Driver Education
☐	☐	☐	Drug Education
☐	☐	☐	Environmental Education
☐	☐	☐	Ethnic Studies
☐	☐	☐	Foregin Language Arts
☐	☐	☐	Health Education
☐	☐	☐	Home Economics
☐	☐	☐	Language Arts
☐	☐	☐	Mathematics Instruction
☐	☐	☐	Metric Education
☐	☐	☐	Music Education
☐	☐	☐	Nutrition
☐	☐	☐	Physical Education
☐	☐	☐	Reading Instruction
☐	☐	☐	Religion
☐	☐	☐	Safety Education
☐	☐	☐	Sciences
☐	☐	☐	Sex Education
☐	☐	☐	Social Studies
☐	☐	☐	Vocational Education
☐	☐	☐	Other (specify)_____
☐	☐	☐	_____
			SERVICES
☐	☐	☐	Child Care (Day Care)
☐	☐	☐	Child Welfare
☐	☐	☐	Conferences
☐	☐	☐	Consultations
☐	☐	☐	Counseling/Guidance
☐	☐	☐	Demonstrations
☐	☐	☐	Diagnostics
☐	☐	☐	Evaluation
☐	☐	☐	Information Dissemination
☐	☐	☐	Information Retrieval
☐	☐	☐	Instruction
☐	☐	☐	Library/Learning Center
☐	☐	☐	Media/Materials
☐	☐	☐	Media Production
☐	☐	☐	Medical
☐	☐	☐	Organizational Development
☐	☐	☐	Personal Custodial Care
☐	☐	☐	Psychiatric
☐	☐	☐	Psychological
☐	☐	☐	Rehabilitation
☐	☐	☐	Remediation
☐	☐	☐	Research
☐	☐	☐	Residential
☐	☐	☐	School Health
☐	☐	☐	Staff Development
☐	☐	☐	Statistics
☐	☐	☐	Teacher Centers
☐	☐	☐	Workshops
☐	☐	☐	Others (specify)_____
☐	☐	☐	_____
			DEVELOPMENTAL AREAS
☐	☐	☐	Curriculum Development
☐	☐	☐	Individualized Educational Plans
☐	☐	☐	Inservice Training Packages
☐	☐	☐	Teacher-Developed Materials
☐	☐	☐	Tests/Evaluation Development
☐	☐	☐	Others (specify)_____
☐	☐	☐	_____

Main Focus	Secondary Focus	Consultant	CONCEPT OR SKILL AREAS
☐	☐	☐	Aging
☐	☐	☐	Career Education
☐	☐	☐	Child Development
☐	☐	☐	Communication Skills
☐	☐	☐	Daily Living Skills
☐	☐	☐	Death and Dying
☐	☐	☐	Educational Technology
☐	☐	☐	Emotional Development
☐	☐	☐	Humanistic Education
☐	☐	☐	Motor Skills
☐	☐	☐	Perceptual Skills
☐	☐	☐	Recreation
☐	☐	☐	Responsibility Education
☐	☐	☐	Self Concept
☐	☐	☐	Social Development
☐	☐	☐	Values Education
☐	☐	☐	Visual Literacy
☐	☐	☐	Other (specify)_____
☐	☐	☐	_____
			SPECIAL PROGRAMS
☐	☐	☐	Alternative Education
☐	☐	☐	Behavior Disordered
☐	☐	☐	Bilingual
☐	☐	☐	Child Abuse and Neglect
☐	☐	☐	Community Education
☐	☐	☐	Compensatory Education
☐	☐	☐	Delinquent/Truant
☐	☐	☐	Desegregation
☐	☐	☐	Discipline
☐	☐	☐	Drop Out Prevention
☐	☐	☐	Early Childhood
☐	☐	☐	Educable Mentally Handicapped
☐	☐	☐	Educationally Handicapped
☐	☐	☐	Elim. of Sex Discrimination (Title IX)
☐	☐	☐	Gifted
☐	☐	☐	Hearing Impaired
☐	☐	☐	Homebound/Hospitalized
☐	☐	☐	Individualized Instruction
☐	☐	☐	Inservice Teacher Education
☐	☐	☐	Learning Disabled
☐	☐	☐	Mainstreaming
☐	☐	☐	Motivation
☐	☐	☐	Multiply Handicapped
☐	☐	☐	Normalization
☐	☐	☐	Parental Education
☐	☐	☐	Physically Handicapped
☐	☐	☐	Pre-service Teacher Education
☐	☐	☐	Right-to-Read
☐	☐	☐	Rights (Student/Parent)
☐	☐	☐	School Foods
☐	☐	☐	Severely/Profoundly Handicapped
☐	☐	☐	Speech Impaired
☐	☐	☐	Trainable Mentally Handicapped
☐	☐	☐	Visually Impaired
☐	☐	☐	Others (specify)_____
☐	☐	☐	_____
			EVALUATION
☐	☐	☐	Curriculum Evaluation
☐	☐	☐	Materials Evaluation
☐	☐	☐	Program Evaluation
☐	☐	☐	Student Evaluation
☐	☐	☐	Teacher Evaluation
☐	☐	☐	Others (specify)_____
☐	☐	☐	_____

7. RESOURCE TARGET GROUP(S)

Main Focus	Secondary Focus	LEVELS OF STUDENT TARGET GROUPS
☐	☐	Infant (age 0-3)
☐	☐	Preschool (age 3-5)
☐	☐	Kindergarten (ages 5-6)
☐	☐	Primary (grades K-3)
☐	☐	Elementary (grades 1-6)
☐	☐	Middle School (grades 5-8)
☐	☐	Junior High (grades 7-9)
☐	☐	High School (grades 9-12)
☐	☐	College (2 year)
☐	☐	College/University (4+ years)
☐	☐	Post-Secondary
☐	☐	Adult Education (age 18+; non-coll./univ.)
☐	☐	Other (specify) _____
☐	☐	_____

LIST SPECIAL GROUPS SERVED

_____

_____

_____

_____

Main Focus	Secondary Focus	ELIGIBILITY FOR SERVICES
☐	☐	Open to public
☐	☐	Members only (i.e. of organizations, etc.)
☐	☐	Employees only
☐	☐	Residents only (i.e. of district, community, region, etc.)
☐	☐	Other (specify) _____
☐	☐	_____
☐	☐	_____

Main Focus	Secondary Focus	GEOGRAPHIC BOUNDARIES
☐	☐	One School
☐	☐	District, internal
☐	☐	Community
☐	☐	Multi-District/Regional
☐	☐	State-wide
☐	☐	Multi-State Region
☐	☐	National
☐	☐	International
☐	☐	Other (specify) _____
☐	☐	_____

8. STAFFING

	PROFESSIONAL	PARAPROFESSIONAL	NON-PROFESSIONAL
Number Paid	_____	_____	_____
Number of Volunteers	_____	_____	_____

9. FUNDING SOURCE OF PROGRAM/PROJECT/SERVICE (Check one)

- ☐ None Required
- ☐ Internal Agency Funding
- ☐ External Funding From (Check Primary Source):
  - ☐ Local grant/contract
  - ☐ State grant/contract
  - ☐ Federal grant/contract
  - ☐ Foundation
  - ☐ Business/Industry/Labor
  - ☐ Service Club
  - ☐ Individual Contribution
  - ☐ Other _____

_____

NAME OF FUNDING AGENCY

_____

UNIT/DIVISION OF AGENCY

_____

ADDRESS (Street, City, State, Zip)

_____

10. COMMENTS:

SECTION II - PROGRAMS/PROJECTS/SERVICES

1. IS RESOURCE A PROGRAM AND/OR PROJECT?

☐ No (go to Section III) ☐ Yes (continue to Question 2)

2. RESOURCE INFORMATION DISSEMINATION

☐ Does not disseminate information

☐ Disseminates information:

TYPE

- ☐ Pamphlets/brochures
- ☐ Articles/books
- ☐ Newsletters/magazines
- ☐ Films/filmstrips
- ☐ Presentations
- ☐ Booths/displays
- ☐ Other _____

DISTRIBUTION

- ☐ Local
- ☐ Regional
- ☐ State-Wide
- ☐ Multi-State
- ☐ National
- ☐ International

3. ON-SITE VISITATION

☐ Cannot accommodate

☐ Can accommodate:

NUMBER

- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21-25
- ☐ Over 25

LENGTH OF TYPICAL VISITATION

- ☐ 1 day or less
- ☐ 2-3 days
- ☐ 1 week
- ☐ More than one week

ENTRY FEE

- ☐ Yes
- ☐ No

4. ADOPTION/ADAPTION (Check if Yes):

- ☐ Adoptable (no local development needed)
- ☐ Adaptable (local development needed)
- ☐ Special Training Needed
  - ☐ Available
- ☐ Transportable
- ☐ Special Material Needed
  - ☐ Available commercially
  - ☐ Available from project

5. DESCRIBE DETAILS OF PROGRAM/PROJECT/SERVICE

SECTION III - HUMAN RESOURCES

1. ARE HUMAN RESOURCES AVAILABLE THROUGH RESOURCE?

☐ No (go to Section IV) ☐ Yes (continue to Question 2)

2. DESCRIPTION OF HUMAN RESOURCES (Check those which apply):

Main Focus	Secondary Focus	Consultant		Main Focus	Secondary Focus	Consultant	
☐	☐	☐	Administrators	☐	☐	☐	Psychiatrists
☐	☐	☐	Adult Teachers	☐	☐	☐	Psychologists
☐	☐	☐	College Teachers	☐	☐	☐	Social Workers
☐	☐	☐	Early Childhood Teachers	☐	☐	☐	Therapists
☐	☐	☐	Elementary Teachers	☐	☐	☐	Ancillary School Personnel
☐	☐	☐	Secondary Teachers	☐	☐	☐	Artists (General)
☐	☐	☐	Special Education Teachers	☐	☐	☐	Business/Labor/Industry Personnel
☐	☐	☐	Teacher Aides	☐	☐	☐	Learning Center Personnel/Librarians
☐	☐	☐	Vocational Teachers	☐	☐	☐	Volunteers
☐	☐	☐	Counselors	☐	☐	☐	Other Consultants (specify) _____
☐	☐	☐	Diagnosticians	☐	☐	☐	_____
☐	☐	☐	Nurses	☐	☐	☐	_____

3. CONDITIONS

LOCATION (Check appropriate box)	COST PER DAY (Check appropriate box)							COST (Check if yes)		
	None	Up to $50	$51-$100	$101-$150	$151-$200	Over $200	Other Type Fee	Materials	Transportation	Meal and Lodging
☐ On-site	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Off-site, within 25 miles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Off-site, 26-100 miles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Off-site, 101-200 miles	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Off-site, State-wide	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Off-site, Multi-state	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ Off-site, National	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

NOTE: Illinois Office of Education employees may not accept fees from public schools for their services.

4. ACCESSIBILITY (Check one):

☐ Available within a week's notice
☐ Available in one to three weeks
☐ Available in three weeks to three months
☐ Available in three to six months
☐ Available in six months to one year
☐ Available in over one year
☐ Not available, but expected in future

5. TYPE OF SERVICE (Check if yes):

☐ Accept phone calls
☐ Receive and answer letters
☐ Send out materials
☐ Visitation at resource site
☐ Visitation at client site
☐ Workshops/conferences/presentations
☐ Other _____

6. ☐ Yes ☐ No Can individuals be contacted for permission to include their names in the Human Resource File?
If yes, list names:

7. COMMENTS:

SECTION IV - MATERIALS

1. ARE MATERIALS AVAILABLE THROUGH RESOURCE?

☐ No (go to Section V) ☐ Yes (go to Question 2)

2. AVAILABILITY OF MATERIALS

TYPE (Check if yes)	LOCATION		CONDITIONS				USER	
	On-Site Usage	Off-Site Usage	Restricted	Free	Loan	Purchase	Student	Other
☐ Audio Equipment	☐	☐	☐	☐	☐	☐	☐	☐
☐ Audio tapes and/or Records	☐	☐	☐	☐	☐	☐	☐	☐
☐ Bibliographies	☐	☐	☐	☐	☐	☐	☐	☐
☐ Computer print-outs	☐	☐	☐	☐	☐	☐	☐	☐
☐ Curriculum Guides	☐	☐	☐	☐	☐	☐	☐	☐
☐ Duplicating Masters	☐	☐	☐	☐	☐	☐	☐	☐
☐ ETV-ITV (Educational-Instructional Television)	☐	☐	☐	☐	☐	☐	☐	☐
☐ Films and Film Strips	☐	☐	☐	☐	☐	☐	☐	☐
☐ High Interest-Low Vocabulary Materials	☐	☐	☐	☐	☐	☐	☐	☐
☐ Instructional Kits	☐	☐	☐	☐	☐	☐	☐	☐
☐ Learning Activity Packages	☐	☐	☐	☐	☐	☐	☐	☐
☐ Manipulative Materials	☐	☐	☐	☐	☐	☐	☐	☐
☐ Microfiche Readers and Printers	☐	☐	☐	☐	☐	☐	☐	☐
☐ Microfiche Readers Only	☐	☐	☐	☐	☐	☐	☐	☐
☐ Microforms	☐	☐	☐	☐	☐	☐	☐	☐
☐ Programmed Materials	☐	☐	☐	☐	☐	☐	☐	☐
☐ Projection Equipment	☐	☐	☐	☐	☐	☐	☐	☐
☐ Publications	☐	☐	☐	☐	☐	☐	☐	☐
☐ Reference Materials	☐	☐	☐	☐	☐	☐	☐	☐
☐ Self-pacing Materials	☐	☐	☐	☐	☐	☐	☐	☐
☐ Slide Tapes	☐	☐	☐	☐	☐	☐	☐	☐
☐ Study Prints	☐	☐	☐	☐	☐	☐	☐	☐
☐ Teacher Made/or adapted Materials	☐	☐	☐	☐	☐	☐	☐	☐
☐ Transparencies	☐	☐	☐	☐	☐	☐	☐	☐
☐ Video Tapes and Equipment	☐	☐	☐	☐	☐	☐	☐	☐
☐ Other _____	☐	☐	☐	☐	☐	☐	☐	☐
☐ _____	☐	☐	☐	☐	☐	☐	☐	☐

3. COMMENTS:

SECTION V - ADMINISTRATIVE AGENCY

1. IDENTIFICATION

SCHOOL DISTRICT NAME (Fill out only if Administrative Agency is a Local Educational Agency)

DISTRICT ADDRESS (Street, City, State, Zip)

NAME OF AGENCY (Fill out for all other Administrative Agencies)

AGENCY ADDRESS (Street, City, State, Zip)

PHONE	COUNTY

NAME OF CONTACT PERSON	TITLE	PHONE

2. TYPE OF AGENCY (Check one only):

EDUCATIONAL

- ☐ Preschool Facility
- ☐ Elementary District
- ☐ Secondary District
- ☐ K-12 District
- ☐ Multi-District/Regional
- ☐ State
- ☐ Multi-State

- ☐ Federal
- ☐ Corporate
- ☐ College or University
- ☐ Association
- ☐ Other (specify)_____

SERVICE

- ☐ Recreational
- ☐ Health
- ☐ Social
- ☐ Library
- ☐ Museum
- ☐ Other (specify)_____

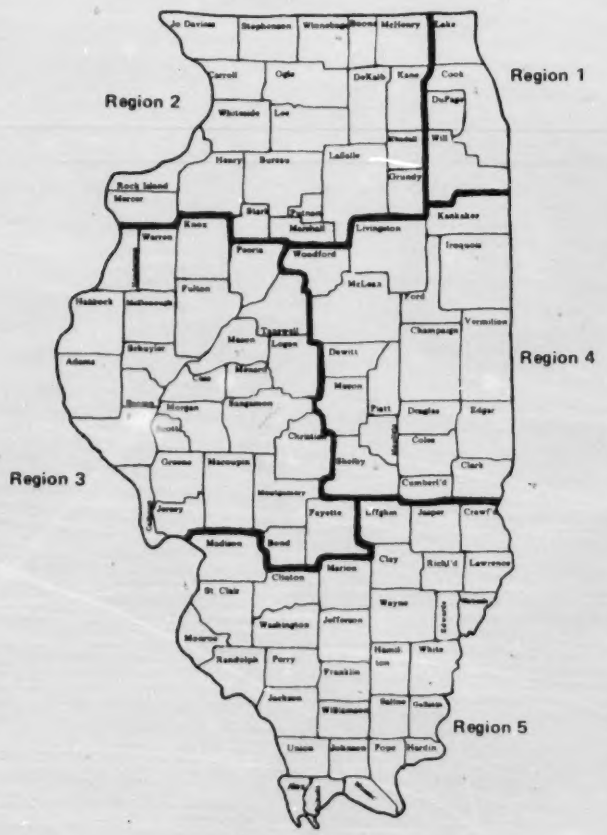
OTHER

- ☐ Professional
- ☐ Special Interest
- ☐ Business
- ☐ Labor
- ☐ Industry
- ☐ Other (specify)_____

3. SIZE OF AGENCY

- ☐ 1-30 Employees
- ☐ 31-50 Employees
- ☐ 51-100 Employees
- ☐ 101-500 Employees
- ☐ Over 500 Employees

4. MARK AS CLOSELY AS POSSIBLE THE LOCATION OF RESOURCE ON MAP



5. NOTES AND ADDITIONAL COMMENTS

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Illinois Resource and Dissemination Network
100 North First Street
Springfield, Illinois 62777

HUMAN RESOURCE IDENTIFICATION SURVEY

DATE	INTERVIEWER
AGENCY	
LOCATION	

NAME | SOCIAL SECURITY NO.

TITLE | EMPLOYER

ADDRESS (Number, Street, City, State, Zip) | PHONE
☐ Work
☐ Home

LIST AREAS OF EXPERTISE (descriptors):

DETAILED DESCRIPTION OF SERVICES PROVIDED:

TARGET AUDIENCE

Secondary Audience	Major Audience	
☐	☐	Administrators
☐	☐	Ancillary School Personnel
☐	☐	Community Members
☐	☐	Counselors
☐	☐	Diagnosticians
☐	☐	Learning Center Personnel/Librarians
☐	☐	Parents
☐	☐	Psychiatrists
☐	☐	Psychologists
☐	☐	School Nurses
☐	☐	Social Workers
☐	☐	Special Education
☐	☐	Students*
☐	☐	Teacher Aides
☐	☐	Teachers
☐	☐	Therapists

TARGET AUDIENCE (Continued)

☐	Vocational Education
☐	Volunteers
☐	Other (specify)_____

EDUCATIONAL LEVEL

☐	Infants (age 0-3)
☐	Preschool (age 3-5)
☐	Kindergarten (5-6)
☐	Elementary (grades 1-5)
☐	Middle Schools (grades 5-8)
☐	Junior High (grades 7-9)
☐	Secondary Education
☐	2 Year Colleges
☐	Higher Education (4 + years)
☐	Post Secondary (age 18 +, non-coll./univ.)
☐	Other (specify) _____

TYPE OF SERVICE

- ☐ Accept Phone Calls
- ☐ Receive and answer letters
- ☐ Send out materials
- ☐ Visitation at consultant's site
- ☐ Visitation at client site
- ☐ Workshops/conferences/presentations
- ☐ Exhibits
- ☐ On-going consulting services
- ☐ Other (specify) _____

EVALUATION OF INDIVIDUALS BY:

- ☐ Illinois Office of Education
- ☐ Internal expert
- ☐ External expert
- ☐ Participants
- ☐ Evaluations are available for review
- ☐ Other (specify) _____

TRAVEL RESTRICTIONS

- ☐ Consultant's site only
- ☐ Off-site, within 25 miles
- ☐ Off-site, 26-100 miles
- ☐ Off-site, 101-200 miles
- ☐ Off-site, State-wide
- ☐ Off-site, Multi-state
- ☐ Off-site, National
- ☐ Other (specify) _____

ACCESSIBILITY

- ☐ Available within a week's notice
- ☐ Available in one to three weeks
- ☐ Available in three weeks to three months
- ☐ Available in three to six months
- ☐ Available in six months to one year
- ☐ Available in over one year
- ☐ Not available, but expected in future
- ☐ Other (specify) _____

PROFESSIONAL FEE

- ☐ None
- ☐ Up to $50
- ☐ $51 - $100
- ☐ $101 - $150
- ☐ $151 - $200
- ☐ Over $200
- ☐ Negotiable

NOTE: IOE employees may not accept fees from public schools for their services.

OTHER COST

- ☐ Materials
- ☐ Transportation
- ☐ Meals and lodging
- ☐ Other (specify) _____

RESTRICTIONS OR SPECIAL NOTES:

IF WORKSHOPS, CONFERENCE SESSIONS, OR PRESENTATIONS ARE GIVEN, HOW MUCH TIME IS NEEDED?

☐ As negotiated ☐ One hour ☐ Two-Four hours ☐ One day ☐ Two-Four days ☐ One week or more

☐ Yes ☐ No ARE MATERIALS SUPPLIED BY THE CONSULTANT? (If yes, please list)

☐ Yes ☐ No IS DUPLICATION OF CONSULTANT'S MATERIALS NECESSARY?

☐ Yes ☐ No ARE MATERIALS NEEDED BY THE PARTICIPANTS? (If yes, please list)

EDUCATIONAL BACKGROUND

PROFESSIONAL BACKGROUND

PUBLICATIONS, MATERIALS, OR PROJECTS PRODUCED BY THE CONSULTANT

PAST CONSULTING EXPERIENCE (for reference purposes):

NAME	PHONE	NAME	PHONE
ADDRESS		ADDRESS	
NAME	PHONE	NAME	PHONE
ADDRESS		ADDRESS	
NAME	PHONE	NAME	PHONE
ADDRESS		ADDRESS	

I, the undersigned, warrant that the information in this document is accurate and that I give my permission to the Illinois Office of Education to include my name in the Human Resources File. I understand that I may review and update my file at any time, that evaluations will be requested by the Illinois Office of Education from clients who are referred to me and to whom I provide services, that these evaluations will all be included in my file, and that I may withdraw my name from the resource file by giving written notice to the Illinois Resource and Dissemination Network of the Illinois Office of Education. I also understand that the Illinois Office of Education has the right to remove my name from the file after giving me written notice, that because my name is in the file does not guarantee that I will be utilized, and that I may not use my inclusion in the Illinois Office of Education Human Resource File as a professional endorsement of any kind.

Date *Signature of Consultant*

PLEASE RETURN ORIGINAL WITH SIGNATURE

INSERVICE TRAINING

Inservice training is a planned sequence of learning experiences and activities designed to produce changes in a person's knowledge, skills and/or attitudes for improved job performance. **If you, as a consultant, intend to conduct an inservice workshop, please detail your plans below.** If more than one workshop is proposed, complete this page for each type of workshop to be provided and attach to this form.

NAME OF CONSULTANT	PHONE

1. TITLE OF WORKSHOP:

2. PURPOSE OF WORKSHOP:

3. WHAT ARE THE EXPECTED OUTCOMES?

4. SPECIFY CONCEPTS, SKILLS AND/OR ATTITUDES TO BE COVERED IN YOUR WORKSHOP:

5. SPECIFY STRATEGIES YOU WOULD USE TO PRESENT YOUR WORKSHOP:

6. DESCRIBE YOUR PLAN AND/OR ACTIVITIES FOR FOLLOW-UP:

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Illinois Resource and Dissemination Network
100 North First Street
Springfield, Illinois 62777

MAIN-ENTRY RESUME
IRF Abstracts

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NOTE:	
AVAILABLE:	Illinois Resource and Dissemination Network, 100 North First St., Springfield, IL 62777

DESCRIPTORS:

IDENTIFIERS:

ABSTRACT:

PLANS FOR THE ILLINOIS RESOURCE AND DISSEMINATION NETWORK FILES:

ILLINOIS RESOURCES FILE;

HUMAN RESOURCES FILE

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APPENDIX
D

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Attachments . . . . . A and B

INTRODUCTION

The ensuing narrative provides an expanded description of the Illinois Resources File (IRF) and the Human Resources File (HRF). The plan is broken into its components as they are presently envisioned and is subject to revision and modification. The IRF will be a hybrid data base having both manual and, eventually, automated retrieval capability, and it will be compatible with the Educational Resources Information Center (ERIC). Samples of materials for use in the operation of the file are attached. The components of the plan are indexing, abstracting, Human Resources File, Illinois Resources File, staff training, manual filing and retrieval, and automation.

INDEXING

Indexing for the IRF will be accomplished by using the ERIC Thesaurus, and the ERIC Processing Manual will serve as the initial guide for rules of indexing, abstracting, and identifier entry. The ERIC Processing Manual will also be used in the training of indexers, as it contains detailed descriptions of the indexing processes for the ERIC system. An Illinois Processing Manual, considerably less cumbersome and serving immediate needs, will be developed by May 31 (1978).

Four types of descriptors will be used, where appropriate, in the indexing of materials for the IRF: content descriptors, leveling descriptors, form descriptors, and geographic descriptors.

Content descriptors are used in the indexing of documents to indicate the general subject of a program or project being described, e.g., reading, economics, mathematics, etc. Leveling descriptors indicate the educational level, e.g., elementary, secondary, or higher education, etc., of the item being described. Form descriptors describe the physical characteristics of the document, e.g., curriculum guides, conference reports, and annotated bibliographies, etc. Geographic descriptors indicate the locale of a document or a project, e.g., rural, urban, inner-city, etc. Leveling descriptors are mandatory descriptors in the ERIC system and, therefore, will be mandatory descriptors in the IRF.

In addition to the mandatory descriptors required by the ERIC system, the indexing for the IRF will include, where appropriate, descriptors reflecting the following concepts which appear on the Resource Identification Survey (RIS): program/project; human resources; materials resources. The mandatory identifier ILLINOIS (REGION #) will also be included on each accessioned item. In all other respects, indexing for the IRF will reflect the concepts expressed in the abstract.

Descriptors will be starred to indicate major/minor emphasis and the accessioned items will appear in the subject index under all descriptors. This means that minored items will appear in the subject index. Evaluated and validated documents will be so indicated through the use of descriptors. Also, ESEA Title documents will appear with a mandatory identifier, conforming to ERIC rules for identifiers.

ABSTRACTING

Abstracting of resources for the IRF will be done by the IRDN staff, following a short period of training (about one week). While training efficient and skilled indexers and abstractors takes from six to nine months, the best way to learn indexing and abstracting is to "learn by doing" with access to a staff member who can answer questions and explain techniques. In the current structure at the IRDN the Retrieval Specialist will fill that role.

Each abstractor/indexer will learn to write indicative and informative abstracts as these concepts are explained in the ERIC Processing Manual and learn to index using the ERIC Thesaurus. To elaborate, this means that not only IRDN staff, but selected staff from such other IOE departments as exceptional children, title sections, and program services, etc., will do both abstracting and indexing for each accessioned item. In addition to IOE staff, the National Diffusion Network (NDN) state facilitator's staff will also learn abstracting/indexing. (Indexing and abstracting are sometimes completed by different members.) Both the indexing and abstracting will be done from the RIS.

The majority of the abstracting for the IRF will be of the indicative type. Indicative abstracting takes place when an item to be entered into a data base is described from an objective viewpoint. By contrast, an informative abstract is written as if the abstractor were the author, and therefore, the abstract does not contain the objectivity that is possible in indicative abstracts. The informative abstract in any data base fills a definite, but limited, role.

The preparation of abstracts will occur in two stages. A rough-draft resume form has been developed for use by abstractors/indexers. In addition, a final resume is being developed. The rough-draft resume will be checked for content and indexing accuracy, and then final typing of the final resume

will occur from the rough-draft. After final typing and a final proofreading of the main entry resume, the resume will be entered into the main entry section of IRF Abstracts in numerical sequence. IRF Abstracts is the title chosen for the volume in which abstracts and indexes will be stored for manual retrieval.

The format, or appearance, of the rough-draft resume and the final resume will be similar. Each will contain information with regard to the accession number, author, title, bibliographic information, descriptors, identifiers, and abstract. The rough-draft resume need not be complete in each of these categories, but the final resume will need complete information with respect to each of the afore-mentioned categories on the resume. Typing of the author, title, and bibliographic information for the final resume will occur directly from the RIS in order to reduce the possibilities for typographical errors. Each resume form will occupy one complete page when it is entered into IRF Abstracts. The one-item-per-page approach allows for ease in retrieval, flexibility when automation occurs, and quick replacement of pages tattered by use.

IRF ABSTRACTS

Resources in Education (RIE), Current Index to Journals in Education (CIJE), and Exceptional Child Education Abstracts are the models for IRF Abstracts. The models vary from each other in indexing format, although they accomplish the same ends in the information dissemination process. Of all the models of indexes, there are four which will be included in IRF Abstracts:

--Main Entry Index

--Subject Index

--Title Index

--Author Index

The indexes will be contained in a loose-leaf binder titled IRF Abstracts at the present time. The advantage of a loose-leaf binder is that the indexes, and each new entry, are available for immediate manual retrieval. At a later date, the indexes could be sent to a printer, to word processing, or to data processing for improved packaging as a semiannual or annual publication similar to the publications which serve as models for IRF-Abstracts.

Compiling of IRF Abstracts could follow CIJE's example, if cost allows. CIJE is compiled by means of computer manipulation of the data received on a resume (abstract) form from the ERIC Clearinghouses. Typesetting is accomplished by photocomposition. All entries are preserved on magnetic tape for merging with the ERIC computer file.

HUMAN RESOURCES FILE

The development of the Human Resources File (HRF) will take place separately from the development of the IRF. The HRF requires a different method of maintenance and updating from that of the IRF, and it also holds potential for legal and political difficulties which are not inherent in the IRF. For these reasons, the two files will be developed separately and will be automated separately.

The HRF will contain three parts, or indexes. The consultants' names will appear in a file, not dissimilar from a rolidex. In addition to names, this index will contain consultant's addresses, phone numbers, and other vital statistics. A second file, or index, will contain the names of consultants by subject-area expertise. The third file, in the form of a drawer folder indexed by name, will contain the initial agreement to serve as a consultant, a resume or a transcript, and the evaluation forms which are turned in each time a consultant services a client. This third file will provide constantly updated information on a consultant by indicating participation in the program and renewal of agreement to participate at predetermined intervals. This file will contain the Human Resources Identification Survey (HRIS) as well.

Further complications are avoided by not publishing a list of the names of consultants in the HRF, but brochures describing the HRF and its contents allow dissemination of information. Knowledge of the HRF serves almost the same purpose as publication of a list: potential clients can learn where to inquire about the services of consultants. The legal and political ramifications that disrupt such a system are circumvented by placing the HRF on a request basis, both for consultants who wish to participate and clients who desire services.

STAFF TRAINING

In order to implement the plans described in this paper, an inservice period is needed to prepare staff members for their tasks. Costs, materials, and time-lines are also described for the purpose of executing inservice training.

Inservice training will occur in two steps: staff representing each of the Program Service Teams (PSTs) will review filling out the RIS, and abstractors/indexers will be trained to prepare resumes and indexes for IRF Abstracts. Sessions for these two groups will take place separately because their roles encompass different responsibilities in the diffusion of information.

Groups of not more than 15 are most desirable for the initial inservice training, which will begin May 10. Review sessions for the PST representatives will involve spending one morning, or afternoon, at the IRDN. Training for abstractors/indexers will begin on May 11, and rough-drafts will be due the following week. After that, bi-monthly meetings of not more than one hour will be held for abstractors/indexers to exchange viewpoints, ask questions, and compare notes.

Abstractors/indexers will be expected to produce ten abstracts per week on a half-time equivalent. It is desirable not to have abstractors/indexers perform these tasks on a full-time basis as the work is mentally demanding and exhausting. As staff acquire proficiency, they will be expected to produce at least one abstract per hour, but initially they may have difficulty doing ten per week. The remaining time of each staff member will be used in preparing, proofreading, and typing the indexes for IRF Abstracts. The number of abstracts that can be produced per week is ten times the number of abstractors/indexers, or 10 x n.

To prepare staff, provision is requested for consultants who would participate in the inservice training of staff. The consultants would be selected

for their known expertise in the previously described areas. While the consultants may not be used, the equivalent of two days of consulting time is requested. Costs for the consultants would include the standard IOE rate, plus expenses.

Other than costs for the consultants, approximately $75.00 will be needed for the preparation of materials for inservice training. Materials will include photocopies of information on abstracting/indexing and the development of transparencies. Equipment for inservice training will come from that which already exists at the IOE. Rooms of appropriate size to accommodate inservice training will be reserved.

MANUAL FILE AND RETRIEVAL

The manual filing of interview forms and documents will be in chronological order of receipt, with accession numbers assigned in sequence beginning at IR 01 0001. An accession number is a number (or number with an alpha prefix) assigned sequentially to incoming items (e.g., documents) to identify them for retrieval. The numbers for the manual file and for the main entry section of IRF Abstracts will be assigned simultaneously, making retrieval quite simple and consistent with other information files.

Here is what the accession number signifies when it is broken down: IR - Illinois Resource; 01 indicates volume 1, which corresponds to one year of entries; and 0001 indicates sequence of entry within the year. The accession numbers will appear on each resume, survey form, and written document (when written documents are on file).

One of the difficulties encountered by developers of intrastate data bases revolves around the removal of accessioned items from either the manual or automated files. Both the New York data base, an automated system, and the Texas data base, a manual system, allow for the replacement of no longer existing programs. But the methods used in New York and Texas contain inherent limitations that will produce problems within five years.

Four limitations come to mind immediately: annotated bibliographies from such data bases will contain non-existent information as items are replaced; chronological integrity will be destroyed, i.e., programs accessioned in 1980 could and will appear with those from 1977; since computer tapes are expensive and difficult to erase, such a task should be avoided when possible; and the manual indexes would have to be purged regularly as accessioned items are replaced in the main entry section. There is a hypothetical point where maintaining these systems requires as much

staff time as adding new documents. In an age when fiscal accountability is demanded of education agencies, an intrastate data base with the previously described designed-in limitations will eventually collapse from its own inertia.

Each of the limitations is solved easily enough. The solution lies in not removing anything from the data base. As the information for the IRF is updated each year through the RIS survey, the updated information will be abstracted and indexed. By cross-referencing the new item with the IR number from the previous item of the same title, a current description exists with other historical information. The result, over a period of time, is a complete record of the evolution of a program. All data bases, in addition to housing current information, have an inherent archival value, which is destroyed by removing items. Accurate bibliographies, chronological integrity, ease of automation, and efficient use of staff time are the characteristics of the Illinois Resources File.

AUTOMATED RETRIEVAL

While the manual system will be operable this year, a plan for next year calls for automated retrieval. The third year of the Capacity Building Project will largely be dedicated to programming the IRF Abstracts onto magnetic tape. In addition to the IRF, materials developed within the agency will be programmed for retrieval.

Resources developed here will then be photographed and put onto microfiche for duplication for LEAs.